

IMPROVING STUDENTS 'CONFIDENCE IN SPEAKING THROUGH SIMULATION METHOD

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Abstract

The aim of this study is to improve students' confidence in speaking (Speaking) through Simulation methods for grade 9.1 students at SMP Negeri 3 Pringsewu. This study is a collaborative action research (CAR) with two cycles. Researchers used questionnaires and observations which were then triangulated. The data analysis technique uses a comparative descriptive analysis. After being given treatment in cycle I and II there were 31 (86%) students who had high self-confidence, 3 (8.4%) students of the total number of students who had low self-confidence, and 2 (5.6%) students of the total who still had low self-confidence.

Keywords: Confidence, Speaking, Simulation.

1. INTRODUCTION

Speaking is a productive ability in using language. Simbolon (2014: 227) explains that speaking generally can be interpreted as an activity to convey intentions, ideas, thoughts, feelings, contents of the heart to others in using spoken language so that the intent can be understood by others. Speaking is also an art where language can be used to persuade, convince, and explain everything to others. According to Tarigan (2008: 16), speaking is a basic ability that is learned by saying articulation sounds or words to express thoughts, ideas, and feelings. Therefore, teaching English taught at schools is expected to be able to produce students who are able to speak English in terms of speaking students really need.

Classroom learning activities carried out by teachers must also have strategic and effective value because in terms of speaking, students really need encouragement so that they can confidently speak. Confidence to speak in front of the class is very important

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and should be owned by students so that they can follow the learning process properly. In this case, the English teacher has an important role in teaching and learning activities. The teacher must have a good method for teaching speaking skills that are more fun and meaningful and make students actively participate. The appropriate approach, design, and procedure can help students to be interested in learning to speak. This can make students more comfortable and fun. If students are happy, they will automatically be more confident in speaking, no longer shy in speaking, and dare to express opinions in a forum.

Confidence is the term for someone who truly believes in their abilities. Trusting and believing in yourself, believing in our abilities in whatever situation we meet. Mastuti (2008: 13) also explains that self-confidence is a positive attitude of an individual that enables him to develop a positive assessment of both himself and the environment or situation at hand. Self-confidence is very important for individuals, especially for junior high school students who are still categorized as beginner English learners. As beginner learners of English, they need to be provided with a situation of learning English that is fun and can foster their confidence in speaking or using the language. Based on preliminary findings, it was found that grade 9.1 students of Pringsewu State Junior High School 3 had a tendency to try everything they had just learned, were enthusiastic in asking questions about anything they did not know about, and had motivation in conducting learning activities related to active activities in *kinesthetics*. However, other findings also indicate that the majority of students namely 98% lack confidence to speak English.

By considering the existing theories and preliminary information findings, there is a need for a method that is expected to be able to increase student confidence in speaking at the junior high school level. The simulation method is a method that is considered suitable for use in teaching speaking because this method fosters motivation and confidence for speaking practice in class. Simulation is almost similar to *role-playing*, the difference is that the simulation is more complete. In simulations, students can bring various items to class to create a more realistic atmosphere. For example, if playing a simulation as a buyer and seller in the market, then they can bring goods to sell and buy, dress like sellers and buyers, and so on. This is in accordance with what was said by Sa'ud (2005) who states that simulation is a replica or visualization of the

behavior of a system, for example, an educational plan that runs at a certain time period. Simulation can also be interpreted as a way of learning by doing a process of artificial behavior (Taniredja, 2011: 39). Wahyuni and Baroroh (2012: 104) explains that simulation learning has several objectives, namely: 1) direct objectives consisting of a) to practice certain skills, both professional and everyday life, b) to gain an understanding of a concept or principle, c) to practice solving problems 2) indirect goals, a) to increase learning activities by involving themselves in learning situations that are almost similar to actual events, b) to provide motivation to learn because it is very interesting and pleasing to children, c) to train children to work together in groups more effectively, d) to generate and foster children's creative power, e) to train children to understand and appreciate the role of other members. Some previous studies conducted by Lutfi, A.A., et al (2018), Nurviana, H.,et.al (2013) and Jacqueline, D.,et.al. 2017 had the result that simulation method could enhance the students' performance on motivation, confident and ability. So, the conclusion of the purpose of this study is to find out whether or not the simulation method can improve students' confidence in speaking.

2. RESEARCH METHOD

The research method used in this study is a classroom action research (CAR) method with a collaborative CAR research form between teacher and researcher lecturer. The approach used is a qualitative approach. According to Mulyasa (2012: 11), classroom action research is an attempt to examine the learning activities of a group of students by providing an action (*treatment*) that is deliberately raised. Researchers here use simulation learning methods. This research was conducted at Pringsewu State Junior High School 3 in August to October 2019. The research was conducted in two cycles in each cycle with 4 meetings and each meeting had a duration of 40 minutes.

The sample of this study was class 9.1 students of SMP Negeri 3 Pringsewu, totaling 36 students consisting of 30 women and 6 men. The selection of class 9.1 was based on a questionnaire about "*Factors Influencing Student's Speaking Performance and Problems in Speaking*" which was spread when the researchers conducted preliminary research and found that the majority of students 98% had problems with confidence in speaking. In terms of data retrieval, researchers used questionnaires and

observations which would then be triangulated data. The data analysis technique uses a comparative descriptive analysis technique that compares the results between quantitative data from the initial conditions with the first cycle and the second cycle with indicators.

3. FINDING AND DISCUSSION

A preliminary study conducted by the researcher through two events, namely interviews and distribution of forces before the treatment was carried out. It was found that students in class 9.1 of Pringsewu State Junior High School 3 had a tendency to try everything they had just learned, were enthusiastic in asking questions about everything they did not know about and had motivation in conducting learning activities related to active activities in *kinesthetics*. However, other findings also indicate that the majority of students namely 98% lacked confidence to speak English.

Cycle I

1. Action Planning

Class action in this cycle is planned to be carried out for 4 meetings with three learning indicators, namely: 1. students can write by hand several recipes for food/drink in their notebooks, chanting each word with correct speech and pressure, 2. students can use tables and analyze the structure of nouns that are used to mention objects. 3. students can analyze the structure of sentences that mention the steps of work. The first meeting was about the **Orientation Phase** in the Simulation method. At this stage, the researcher determines the topic and purpose, presents information and information gathering. At the second meeting that is presenting linguistic input. At the third meeting the explanation of simulation principles and the technical picture of the simulation. At the fourth meeting, the **Training Stage for Participants** which contains the making of scenarios.

2. Implementing Actions

Acting Actions in the first cycle include:

- a. The teacher sets the topic of the procedure text that is about how to make a food/drink.
- b. The teacher explains the purpose of learning the procedure text to be achieved.

- c. The teacher presents a video that has been downloaded from Youtube about "How to Make OREO Milkshake."
 - d. Students work in groups to write down the recipe that has been mentioned in the video.
 - e. The teacher facilitates by playing back the video so students can understand the contents of the video shown
 - f. Representatives from each group deliver the handwritten results about the recipe that was written after discussion and view the video show.
 - g. The teacher gives some procedure texts to students while displaying them.
 - h. The teacher explains to students the structure of nouns that are used to name objects in the text of the procedure and explains the structure of sentences that mention the steps of work.
 - i. The teacher displays the text and asks students to analyze the structure of nouns used to mention objects in the text of the procedure and analyze the structure of sentences that mention the steps of work.
 - j. Students working in groups begin to work on assignments given by the teacher.
 - k. Representatives from each group present the results of the analysis to the front of the class.
 - l. The other students review and provide feedback on the results of the group analysis that is being performed.
 - m. The teacher gives an overview or technical explanation about the simulation by displaying a simulation video about the text of the procedure.
- The teacher also assigns students to work in groups (each group contains 6 students) to discuss and record the recipe to be displayed in the simulation.
- n. Students working in groups begin to pay attention to the technical picture of the simulation process and record the recipes in their respective notebooks.
 - o. The teacher explains about making scenarios in the learning process using simulation techniques that contain rules, rules, steps, notes, forms of decisions, and objectives achieved.
 - p. The teacher assigns the cast in the simulation.
 - q. Students form groups then begin to make scenarios according to the teacher's explanation.

3. Observations

Observations are made by PDS teachers and lecturers to students. In the first cycle of the first to fourth meetings in the **Orientation Stage of** the Simulation method, students were enthusiastic in learning because the teacher used media in the form of videos and each student worked in groups writing recipes that were exhibited on video. Some of the students even asked to replay the video so that they understood the contents of what was shown. This situation apparently caused a stir or noise because each group scrambles to be played back to understand the video while the other groups scramble to ask for English from the action procedures in the video. Finally, representatives from each group presented their handwritten results about the recipe written. Students still look ashamed to talk about the results of what they are doing in front of the class. At the second meeting, students were asked to analyze the structure of nouns used to mention objects in the procedure text the structure of sentences that mention the steps of work. At this stage, students as a group began to present the results of the analysis in front of the class. The sense of disbelief of students began to erode replaced with a sense of wanting to convey the results obtained. At the third meeting, the teacher explained the simulation by showing a simulation video about the procedure text. At this stage, students were very enthusiastic about watching the video shown and actively discussing recipe which would shown in the simulation here. At the fourth meeting, the **Training Stage for Participants,** the teacher started explaining about making scenarios for the implementation of simulations that contain rules, roles, steps, notes, forms of decisions, and goals achieved. Students actively discuss in making scenarios by conducting active discussions.

4. Reflection

From the observations made by PDS teachers and lecturers, as well as looking at the researcher's notes, there are several advantages and disadvantages of using simulation methods. Based on the results of improving confidence in speaking in front of the class has not been achieved optimally. Then the PDS teachers and lecturers began discussing for planning in the second cycle. Changes in student confidence when speaking in front of the class from the initial conditions to the the first cycle is the erosion of the feeling of distrust began students began to change with a sense of wanting to convey the results obtained through the presentation of results in front of the class.

Cycle II

1. Action Planning

Class action in this cycle is planned to be carried out for 4 meetings with three learning indicators, namely: 1. students can write procedure texts according to a social function, text structure, and linguistic elements. 2. students can practice reading the procedure text aloud, with correct speech and pressure. 3. students can reflect on the process and learning outcomes. The first meeting was about the **Training Stage for Participants** on the Simulation method. At this stage, the researcher continues to make the scenario by writing down the recipe in the scenario and practicing playing it. At the second and third meetings of the simulation process, here students in groups carry out simulations. At the fourth meeting, the **Stabilization and Debriefing Phase** is the stage where students write reflections on the recorded simulations that have been videotaped.

2. Implementation Actions

Acting Actions in cycle II include:

- a. The teacher assigns students to write procedure texts in the form of food/drink recipes to be demonstrated in a simulation scenario.
- b. Each group then writes the recipe accordingly to be demonstrated in the simulation scenario.
- c. The teacher facilitates students by giving corrections about the structure of the text and linguistic elements.
- d. Each group then reads the results of the scenarios they have worked on and begin to practice to play them.
- e. Students in groups carry out simulations by practicing simulating scenarios that contain procedure texts aloud, appropriate and emphasis. True.
- f. The teacher facilitates students by providing feedback and evaluation of observations on the performance of the cast.
- g. The simulation process is recorded in the form of a video by the teacher to later be analyzed or aired again.
- h. The teacher invites students to write events and perceptions that arise during the simulation.

- i. The teacher facilitates by showing a simulation video recording so that students can understand the contents of the video shown.
- j. Each student is then asked to reflect on the learning process.
- k. The teacher gives appreciation for the results of students' hard work in carrying out simulations.

3. Observations

From observations conducted by the teacher and PDS lecturer to students during the learning process during the second cycle students are very confident to practice in front of the class demonstrating simulations. Especially when they knew that what they are showing is recorded into a video to be seen again. They competed to show the best appearance by bringing properties or items to make their appearance more realistic. They were happier and more confident when everything they do is appreciated by the teacher and other friends.

4. Reflection

At this stage, the PDS teachers and lecturers agreed to disseminate the questionnaire taken from the questionnaire test instrument research by Khoiriroh (2018) entitled *Influence of Confidence and Communication Skills on the ability of Public Speaking Students in Office Administration Education at the Yogyakarta State University of Economics* and some adjustments. The level of student confidence when in front of the class after cycles I and II can be seen in the table below:

Table 1. Student's Questionnaire Results Confidence

Category	Results	
	Frequency	%
Low	2	5.6
Medium	3	8.4
High	31	86
Total	36	100

In *preliminary research activities*. It was found that most students still feel less confident to appear in front of the class. Therefore PDS teachers and lecturers plan the learning phase in cycles I and II. After being given *treatment* in the form of implementing the simulation method in cycles I and II there were 31 (86%) students having high self-confidence, 3 students or 8.4% of the total number of students having low self-confidence, and 2 students or 5.6% of the total still having low self-confidence.

The result of the classroom action research above shows that simulation improves the students' confident in speaking. The improvement from 1st cycle to 2nd cycle is significant. This result is in line with the previous study which has conducted by Lutfi, A.A., et al (2018), Nurviana, H.,et.al (2013) and Jacqueline, D.,et.al. (2017) had the result that simulation method could enhance the students' performance on motivation, confident and ability.

4. CONCLUSION

The implementation of teaching speaking by using simulation methods can improve student confidence. Based on preliminary findings, it was found that the majority of students namely 98% lacked self-confidence when speaking in front of the class. After being given a simulation implementation in the learning process of speaking for text procedures in cycles I and II, it was found that 31 (86%) students had high self-confidence, 3 students or 8.4% of the total students had low self-confidence, and 2 students or 5.6% of the number still had low self-confidence.

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